DOCUMENT RESUME

ED 263 825 HE 018 869

AUTHOR	Suniewick, Nancy; El-Khawas, Elaine
TITLE	General Education Requirements in the Humanities. Higher Education Panel Report No. 66.
INSTITUTION	American Council on Education, Washington, D.C. Higher Education Panel.
SPONS AGENCY	Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.
PUB DATE	Oct 85
CONTRACT	NSF-SRS-8117037
NOTE	37p.; An errata sheet is included.
AVAILABLE FROM	American Council on Education, Higher Education Panel, One Dupont Circle, Washington, DC 20036 (free).
PUB TYPE	Statistical Data (110) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Associate Degrees; *Bachelors Degrees; Core Curriculum; *Degree Requirements; *General Education; Higher Education; *Humanities; Questionnaires; *Required Courses; School Surveys; Undergraduate Study

ABSTRACT

General education requirements in the humanities at American colleges and universities were studied by the Higher Education Panel in spring 1984, based on usable surveys returned by 374 of the 454 institutions to which the survey had been sent. Data from the colleges were statistically weighted to reflect the national population of 2,566 institutions offering two- and four-year degrees. Findings include: on average, 45 semester hours of general education were required in four-year programs and 26 hours in two-year degree programs; English composition was a core subject, required for all degree candidates by about 9 in 10 institutions; baccalaureate colleges showed a stronger pattern of humanities requirements than other institutions; in addition to English composition, about half of baccalaureate colleges required all students to take courses in English or American literature, world civilization, and philosophy. Information is also provided on humanities subjects that were not required, the use of secondary versus primary reading sources, foreign language requirements, and differences at public and private colleges. Appendices include a facsimile of the survey, a description of the stratification design, a comparison of characteristics of responding and nonresponding institutions, and an explanation of the reliability of the survey estimates. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED263825

GENERAL EDUCATION REQUIREMENTS IN THE HUMANITIES

Nancy Suniewick
Elaine El-Khawas

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.
"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Higher Education Panel - ACE
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HE 018 P69

HIGHER EDUCATION PANEL REPORT NUMBER 66
AMERICAN COUNCIL ON EDUCATION

OCTOBER
1985

A Survey Funded by the National Science Foundation, the U.S. Department of Education, and the National Endowment for the Humanities

BEST COPY AVAILABLE

AMERICAN COUNCIL ON EDUCATION

Robert H. Atwell, President

The American Council on Education, founded in 1918, is a council of educational organizations and institutions. Its purpose is to advance education and educational methods through comprehensive voluntary and cooperative action on the part of American educational associations, organizations, and institutions.

The Higher Education Panel is a survey research program established by the Council for the purpose of securing policy-related information quickly from representative samples of colleges and universities. *Higher Education Panel Reports* are designed to expedite communication of the Panel's survey findings to policy-makers in government, in the associations, and in educational institutions across the nation.

The Higher Education Panel's surveys on behalf of the Federal Government are conducted under support provided jointly by the National Science Foundation, The National Endowment for the Humanities, and the U.S. Department of Education (NSF Contract SRS-8117037).

STAFF OF THE HIGHER EDUCATION PANEL

Engin Inel Holmstrom, *Panel Director*

Charles J. Andersen, *Assistant Director*

Clare McManus, *Research Assistant*

Bernard R. Greene, *Research Analyst/Programmer*

Nancy Suniewick, *Staff Associate*

Shirley B. Kahan, *Staff Assistant*

HEP ADVISORY COMMITTEE

Elaine El-Khawas, *Vice President* for Policy Analysis and Research, ACE, *Chair*

Jules B. LaPidus, *President,* Council of Graduate Schools in the United States

Robert M. Rosenzweig, *President,* Association of American Universities

D. F. Finn, *Senior Vice President,* National Association of College and University Business Officers

Connie Sutton-Odems, *Vice President* for Professional Services, American Association of Community and Junior Colleges

FEDERAL ADVISORY BOARD

William Stewart, National Science Foundation, *Chairman*

Jeffrey D. Thomas, National Endowment for the Humanities

Salvatore Corrallo, U.S. Department of Education

Christina Wise, National Science Foundation, *Secretary*

TECHNICAL ADVISORY COMMITTEE TO THE FEDERAL ADVISORY BOARD

Martin Frankel, National Center for Education Statistics, *Chairman*

Nancy M. Conlon, National Science Foundation

Jeffrey D. Thomas, National Endowment for the Humanities

Additional copies of this report are available from the Higher Education Panel, American Council on Education, One Dupont Circle, Washington, D.C. 20036

BEST COPY AVAILABLE

This material is based upon research supported jointly by the National Science Foundation, the U.S. Department of Education, and the National Endowment for the Humanities under contract No. SRS-8117037 with the National Science Foundation. Any opinions, findings, conclusions, or recommendations are those of the authors and do not necessarily reflect the views of the sponsoring agencies.

CONTENTS

	Page
Acknowledgments	iv
List of Figures	v
List of Text Tables	vi
List of Detailed Tables	vii
Highlights	1
Background	2
Methods Summary	2
Findings	3
Overview	3
General Education Requirements at Four-year Institutions	4
Requirements in the Humanities	4
Foreign Language Requirements	7
Other Requirements	7
Instructional Approaches	8
Restructuring of General Education Requirements	9
General Education Requirements at Two-year Colleges	10
Summary	12
Detailed Statistical Tables	13–19
Appendix A: Survey Instrument	20–23
Appendix B: Technical Notes	24–25

ACKNOWLEDGMENTS

This study was developed by the National Endowment for the Humanities, through their Office of Planning and Budget. Jeffrey Thomas and Daniel Schecter provided thoughtful and patient guidance for the entire project.

Thanks are due to members of the American Council on Education's Higher Education Panel Advisory Committee for their guidance and comments on the survey. We also wish to acknowledge that the early stages of this survey were conducted under the guidance of Frank J. Atelsek, the Higher Education Panel's Director until his untimely death in May of 1985.

Special appreciation is extended to the campus representatives for the Higher Education Panel. We are grateful for their participation in the survey and their continuing cooperation in our efforts to gather information on important trends affecting higher education.

LIST OF FIGURES

Page

Figure 1. Hours of General Education as a Percentage of Total Graduation Hours, Four-year Institutions, 1984-85 3

Figure 2. Percentage of Four-year Institutions Requiring Coursework in Selected Humanities Fields, 1984-85 5

Figure 3. Percentage of Four-year Institutions Requiring Coursework in Selected Nonhumanities Fields, 1984-85 5

Figure 4. Percentage of Institutions Using Various Teaching Methods in at Least One-third of General Education Courses in the Humanities 8

Figure 5. Percentage of Two-year Colleges Reporting Increases in the Minimum Credit Hours in Selected Fields Between 1979-80 and 1984-85 11

LIST OF TEXT TABLES

Page

Table A. Type of General Education Requirements, 1984-85 and 1979-80 4

Table B. Average Minimum Number of Credit Hours in Selected Humanities Fields, 1984-85 6

Table C. Average Minimum Number of Credit Hours in Selected Nonhumanities Fields, 1984-85 6

Table D. Institutions Reporting Increases Between 1979-80 and 1984-85 in the Minimum Credit Hours Required in Selected Fields 6

Table E. Percentage of Four-Year Institutions with Course Requirements Covering Specific Content Areas 7

Table F. Percentage of Four-Year Institutions with Foreign Language Requirements for All Undergraduates, 1984-85 7

Table G. Percentage of Four-Year Institutions Requiring Library Training, 1984-85 8

Table H. Approaches to Teaching Expository Writing, 1984-85 9

Table I. Percentage of Four-Year Institutions Reporting Restructuring of General Education Requirements and Principal Initiators 9

Table J. Hours Required for General Education Courses and for Graduation: Two-Year Programs 10

Table K. Selected Characteristics of General Education Requirements at Two-year Colleges 10

LIST OF DETAILED TABLES

		Page
Table 1.	Institution-wide General Education Requirements of All Degree Candidates, 1984-85	13
Table 2.	Type of General Education Requirements	13
Table 3.	General Education Requirements, by Division	13
Table 4.	Average Hours of General Education and Average Hours for Graduation, Four-year Programs, 1984-85 and 1979-80	14
Table 4.1.	Average Hours of General Education and Average Hours for Graduation, Two-year Programs, 1984-85 and 1979-80	14
Table 5.	Distribution of Institutions by the Percentage of Total Hours Required That Are in General Education, Four-year Programs	14
Table 5.1.	Distribution of Institutions by the Percentage of Total Hours Required That Are in General Education, Two-year Programs	15
Table 6.	Changes Between 1979-80 and 1984-85 in Minimum Credit Hours Required in Selected Fields	15
Table 7.	Average Minimum Credit Hours Required at Institutions with School-wide General Education Requirements, by Field, 1984-85	16
Table 8.	Institutions with General Education Requirements in Selected Fields, 1984-85	16
Table 8.1.	Institutions with General Education Requirements in Selected Fields, 1979-80	17
Table 9.	Institutions That Require Students to Take One or More Courses Covering Various Humanities Areas, 1984-85	17
Table 10.	Institutions with Foreign Language Study Graduation Requirements for All Degree Candidates, 1984-85	18
Table 11.	Institutions Using Various Instructional Methods in One-third or More of Required Humanities Courses, 1984-85	18
Table 12.	Institutions Requiring Formal Library Training for All Undergraduates, 1984-85	18
Table 13.	Institutions Reporting the Use of Various Approaches to the Teaching of Expository Writing, 1984-85	19
Table 14.	Institutions Reporting Restructuring of General Education Requirements, 1984-85	19
Table 14.1.	Institutions Reporting Restructuring of General Education Requirements, by Initiator, 1984-85	19

HIGHLIGHTS

Results of a spring 1984 survey offer the following information about the nature of general education requirements at American colleges and universities.

- Almost all collegiate institutions in the U. S. required that some general education courses be taken by all of their degree candidates. On average, 45 (semester) hours of general education were required in four-year programs and 29 hours of general education were required in two-year degree programs.

- In most institutions, students had to meet these general education requirements by choosing from a limited range of courses designated by the college. Compared to five years ago, fewer colleges offered students an unlimited range of choices, and significantly more required that students choose from a limited range of courses.

- English composition was clearly a core subject, required for all degree candidates by about 9 in 10 institutions. No other humanities subject area reached such a level of broad consensus across institutions.

- Baccalaureate colleges were distinctive in showing a stronger pattern of humanities requirements than were other institutions. In addition to requirements in English composition, about half of baccalaureate colleges required all students to take courses in English or American literature, in world civilization, and in philosophy.

- Relatively few American colleges and universities required that all of their degree students take courses covering such traditional topics as ancient or medieval European history, the literature and philosophy of ancient Greece and Rome, or European history since the Renaissance. Rare too were any institution-wide requirements for courses on the literature, history, or cultures of Africa or Asia.

- About two-thirds of institutions relied on textbooks and other secondary sources in their humanities courses that were part of general education requirements. Such practices were more prevalent among public than among private institutions. At least half of institutions, and particularly private institutions, required students in such courses to read selections from primary texts. About 4 in 10 institutions required that primary texts be read in their entirety. Again, such practice was more prevalent among private than public institutions.

- Almost half of four-year institutions had foreign language requirements for all undergraduates. Private institutions had such institution-wide requirements more often than public institutions.

- Although there were some differences by control and type of institutions, the predominant approach to the teaching of expository writing at four-year institutions involved a special composition program for undergraduates. About half of institutions had a writing laboratory. About 4 in 10 institutions had a "writing across the curriculum" program. At two-year institutions, the predominant approach was to offer expository writing only through the English department.

- At the time of the survey, about half of the nation's colleges and universities were engaged in a process of restructuring their general education requirements.

BACKGROUND

In the spring of 1984, the National Endowment for the Humanities asked the Higher Education Panel to undertake a survey of general education requirements in the humanities. The purpose of the survey was to determine the status of the humanities in the undergraduate curricula of the nation's colleges and universities. Results of the survey would aid the Endowment in designing grant programs to strengthen undergraduate teaching and learning in the humanities.

METHODS SUMMARY

The Higher Education Panel forms the basis of a continuing survey research program created in 1971 by the American Council on Education. Its purpose is to conduct surveys on topics of current policy interest to the higher education community and to government agencies.

The Panel is a disproportionate stratified sample of 1,040 higher education institutions (divided into two half-samples of 520 institutions each) drawn from the population of more than 3,200 colleges and universities listed in the National Center for Education Statistics' *Education Directory, Colleges and Universities*. All institutions in the population are grouped according to the Panel's stratification design, which is based on institution type (doctorate-granting, comprehensive, baccalaureate, specialized, and two-year academic or occupational), control (public, private), and size (full-time-equivalent enrollment). For any given survey, either one of the half-samples, or an appropriate subgroup of the full Panel is used.

The survey operation depends on a network of campus representatives at the Panel institutions whose presidents have agreed to participate. The representatives receive the Panel questionnaires and direct them to the most appropriate campus officials for response.

The survey sample for this study consisted of the two-year colleges, four-year colleges, and universities in one half-sample. Excluded were institutions offering only graduate degrees and such specialized institutions as religious schools, schools of medicine, allied health services, business, and law, and four-year schools of the studio and performing arts.

A field test of the survey instrument was conducted in April 1984. The final version of the survey was mailed in two stages to avoid overlap with a previous survey. The first mailing occurred July 11, 1984; the second was sent July 25. A series of mail and telephone follow-ups to nonrespondents, supplemented by information from institutional catalogues, resulted in usable responses from 374 of the 454 eligible institutions surveyed, for an 84 percent response rate.

Data from the responding institutions were statistically weighted so that the results reflect the national population of 2,566 colleges and universities offering four-year and two-year degrees. (Institutional weights are based on the ratio of respondents to the number of institutions in the eligible population, separately for each stratum).

Appendix A includes a facsimile of the survey. Appendix B includes a description of the stratification design used to produce the national estimates, a comparison of respondents and nonrespondents according to various institutional characteristics, and an explanation of the reliability of the survey estimates.

FINDINGS

Overview

This report offers a detailed look at the extent to which American colleges and universities have general education requirements in the humanities.[1] This involves coursework that each institution has deemed to cover the "core" subjects that all undergraduate students should learn, regardless of their major. Survey results suggest that, overall, the humanities had a limited role in such requirements beyond the English composition courses that almost all institutions required.

The report describes the pattern of institutional requirements in several other areas, including foreign language proficiency, skills in library research, and expository writing. It also documents that a good many colleges and universities were reexamining and restructuring their general education requirements. The possible direction of such change is suggested by other information on changes in policy over the last five years, including evidence of increased credit-hour requirements in certain subjects and some movement away from allowing a wide range of choices for meeting general education requirements.

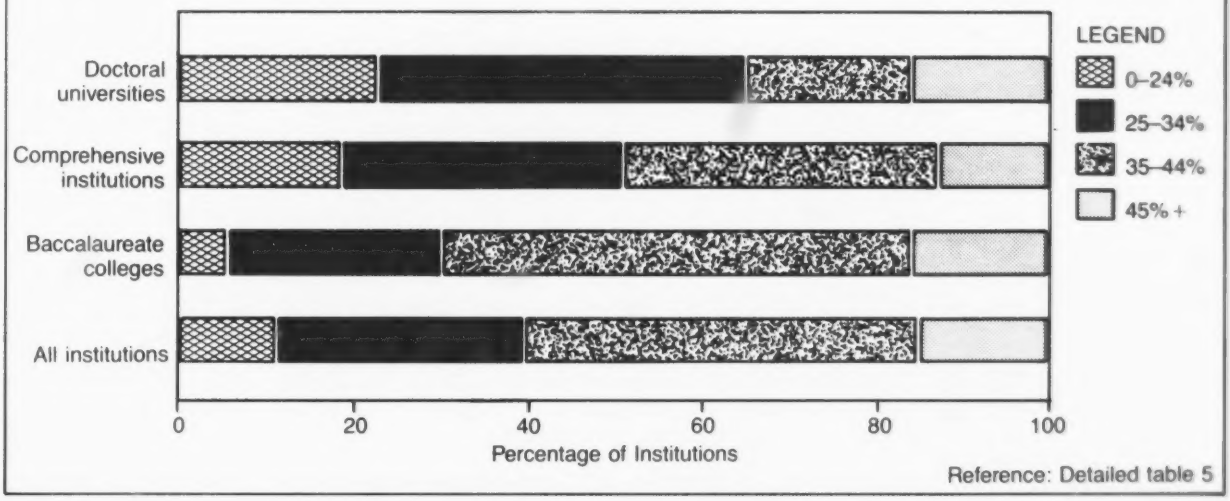
The report describes practices affecting four-year programs offered by doctoral, comprehensive, and baccalaureate institutions. A separate section describes general education requirements at two-year institutions. Comparisons between public and private institutions are made on most topics.

Readers should note that this survey focuses only on those institution-wide requirements that apply to *all* degree candidates. At a four-year institution, such requirements would affect students enrolled in schools of education, business, engineering, and other specializations as well as students enrolled in a school of liberal arts. At a two-year college, these requirements would be applicable to students enrolled both in associate of arts and associate of science degree programs. As will be seen, doctoral and comprehensive institutions had relatively few institution-wide requirements in the humanities. Baccalaureate colleges, in contrast, were more likely to have general requirements in humanities subjects for all of their students.

[1]For the purpose of this survey, general education is defined as the part of the curriculum that all undergraduates are required to take, regardless of major, in order to graduate. It generally includes study in the humanities (e.g., English, literature, foreign language, history, philosophy, and other disciplines) and in other liberal arts subjects (e.g., social sciences, mathematics, and natural and physical sciences).

FIGURE 1

Hours of General Education as a Percentage of Total Graduation Hours, Four-year institutions 1984–85



Reference: Detailed table 5

General Education Requirements at Four-year Institutions

In 1984–85, almost all of the four-year institutions in the U. S. (96 percent) required *all* degree candidates to take some general education courses to graduate. On average, a minimum of 45 semester hours of general education were required out of a total of 125 hours needed for graduation[2] (see detailed table 4).[3] Thus, about a third of the total graduation credits involved general education.

These averages mask some important institutional differences, however. As figure 1 shows, a substantial percentage of doctoral universities required that one-quarter or less of a student's total credit hours be in general education. In contrast, most baccalaureate colleges mandated that one-third or more of a student's total credit hours be taken in general education.

Some modest increases can be noted between 1979–80 and 1984–85 in the average hours required in general education (see detailed table 4). The net result was that slightly more hours of general education were required in 1984–85 in relation to total graduation hours.

To fulfill their general education requirements in 1984–85, most students had to choose from a limited range of general education courses. Almost 9 out of 10 institutions followed this approach (see table A), and usually they specified departmental-level courses (e.g., history 101) that could be selected. In contrast, a minority of colleges and universities allowed students to fulfill requirements from an unlimited range of courses or through interdisciplinary or interdepartmental courses.

In fact, there has been some movement away from allowing students unlimited choice in fulfilling general education requirements. Compared to 1979–80, a higher percentage of institutions now specify a limited range of courses that meet general education requirements.

Requirements in the Humanities. The survey also requested information on the minimum number of credit hours required in twelve academic areas, including humanities and other subjects. As expected, requirements varied widely. Among the humanities, only English composition emerged as a core subject, and was required for all degree candidates by about 9 in 10 institutions. No other humanities subject came near this level of use (see figure 2). The picture that emerges is one of relatively little uniformity across institutions on the humanities subject areas that all students must cover in order to graduate.

Among the non-humanities subjects, social sciences were required by over 7 in 10 institutions, natural and physical sciences by 6 in 10, and mathematics by at least one-half (see figure 3 and detailed table 8). In addition, another 2 in 10 indicated that they may require coursework either in natural and physical sciences or in mathematics. Since detailed information was not requested, it is not possible to determine the degree of uniformity in coursework requirements outside the humanities.

There was more uniformity in general education requirements in baccalaureate colleges than in doctoral or comprehensive universities. In a departure from the overall pattern, a majority of baccalaureate colleges required that all of their students complete coursework in English or American literature, world civilization, other humanities, and mathematics. Three in 10 baccalaureate colleges also had general requirements in the arts. These requirements were in addition to required coursework in English composition, social science, natural and physical science, and mathematics. Further, among private baccalaureate

[2] All credit-hour data from institutions on the quarter system were converted to semester hours by the following formula: 1 quarter hour × ⅔ = 1 semester hour.

[3] Detailed tables are found in a separate section following the summary.

TABLE A—Type of General Education Requirements, 1984–85 and 1979–80

(Percentage of Institutions)

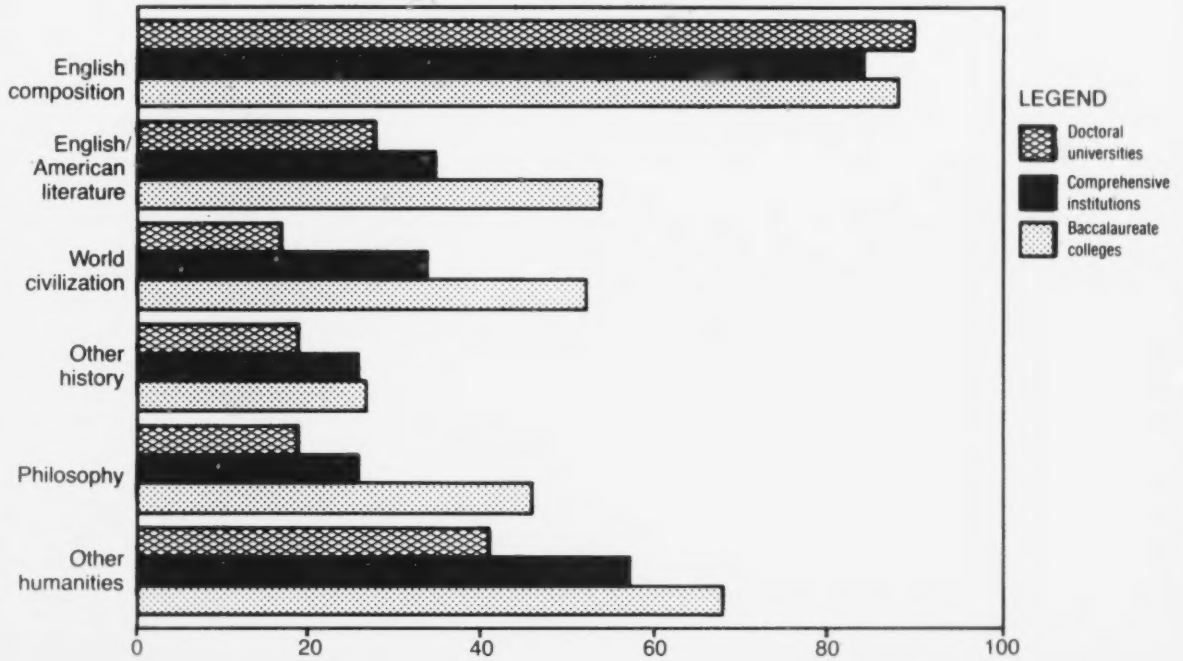
	Doctorate (N = 163)		Comprehensive (N = 399)		Baccalaureate (N = 708)	
	1984–85	1979–80	1984–85	1979–80	1984–85	1979–80
Specified departmental courses	63	58	79	78	83	79
Specified interdisciplinary or interdepartmental courses	15	9	34	28	31	27
Limited range of courses	85	63	87	76	87	70
Virtually unlimited range of courses	22	37	15	19	13	22

Reference: Detailed table 2

Note: Respondents were asked to indicate *all* items that applied to their institution's general education requirements. Thus, the columns do not sum.

FIGURE 2

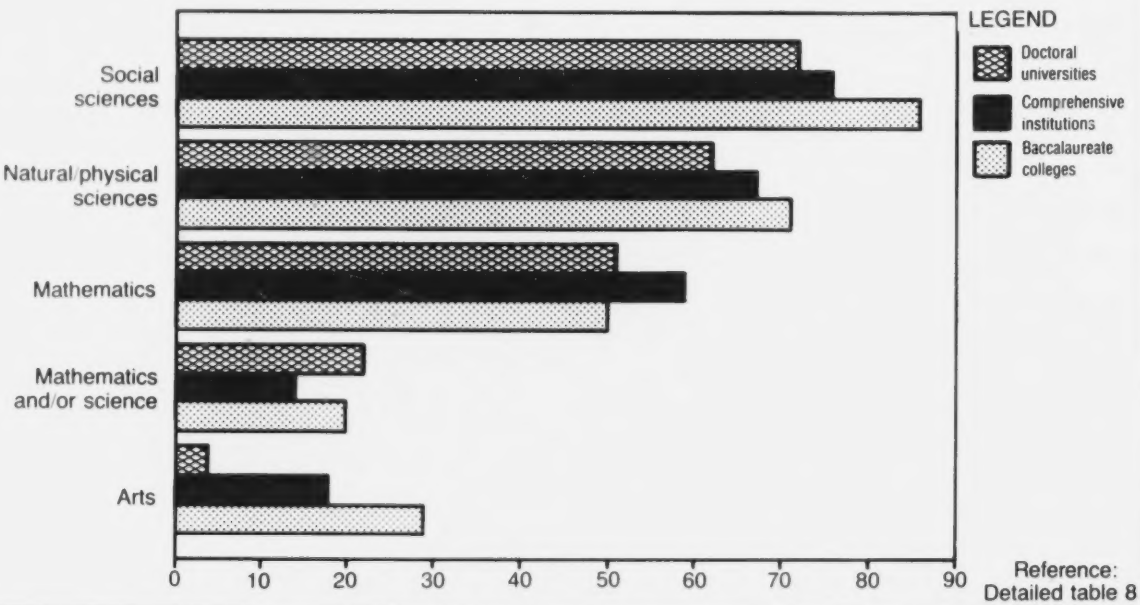
Percentage of Four-year Institutions Requiring Coursework in Selected Humanities Fields, 1984–85



Reference: Detailed table 8

FIGURE 3

Percentage of Four-year Institutions Requiring Coursework in Selected Nonhumanities Fields, 1984–85



Reference: Detailed table 8

TABLE B—Average Minimum Number of Credit Hours in Selected Humanities Fields, 1984–85

	Doctorate Institutions (N = 156)	Comprehensive Institutions (N = 366)	Baccalaureate Institutions (N = 694)
English composition	6	5	5
English/American literature	5	5	4
World civilization	6	6	4
Other history	4	5	4
Philosophy	4	5	4
Classics	0	1	3
Other humanities	8	7	9
Combination of humanities	10	11	13
Humanities and/or choice of other subjects	19	16	10

Reference: Detailed table 7

Note: Averages are based on responses of all institutions in each category, including those with no minimum requirements in a field. If the averages were based only on institutions *with* minimum requirements, these averages would be higher. In particular, these averages understate the minimum hours required in fields where only a small percentage of institutions have minimum requirements.

colleges, 54 percent mandated a minimum number of credit hours in philosophy and 4 in 10 mandated coursework in a foreign language.

The survey also offers evidence of a gradual movement toward subject-area requirements between 1979–80 and 1984–85. Although most differences are small, this trend appears in almost all subjects and for each type of institution. The most dramatic increases occurred among baccalaureate colleges, especially for world civilization (required by 52 percent, up from 33 percent) and mathematics (50 percent, up from 33 percent). Increases are also notable in English or American literature, philosophy, and foreign languages (see detailed tables 8 and 8.1).

Further perspective on these course requirements can be gained by examining differences in the minimum number of credit hours required in each of these subject areas (see table B). For English composition, the minimum was an average of 6 credit hours at doctoral institutions, and 5 credit hours each at comprehensive institutions and baccalaureate colleges. The least number of hours required was in the classics.

The minimum average number of credit hours for non-humanities subjects ranged from 4 hours of mathematics in baccalaureate colleges to 9 hours of natural and physical sciences in doctorate institutions (see table C).

Data were analyzed on institutions reporting increases between 1979–80 and 1984–85 in the minimum credit hours required in selected fields. Several fields showed significant activity, especially mathematics and world civilization (see table D). Most institutions reported no change.

Respondents were also asked if all students, in order to graduate, were required to take one or more courses that included substantial content in five specific subjects. These included: ancient or medieval European history; European history since the Renaissance; American history and literature; literature and philosophy of ancient Greece and Rome; and literature, history, or cultures of Africa or Asia.

As can be seen (table E), relatively few institutions reported such specific requirements. Once again, baccalaureate institutions formed the main exceptions to this pattern. Among baccalaureate colleges, 31 percent required courses in European history since the

TABLE C—Average Minimum Number of Credit Hours in Selected Nonhumanities Fields, 1984–85

	Doctorate Institutions (N = 156)	Comprehensive Institutions (N = 366)	Baccalaureate Institutions (N = 694)
Social Sciences	8	8	8
Natural and physical sciences	9	7	7
Mathematics	5	4	4
Mathematics and/or science[1]	8	11	10

Reference: Detailed table 7

Note: Averages are based on responses of all institutions in each category, including those with no minimum requirements in the field. If the averages were based only on institutions *with* minimum requirements, these averages would be higher. In particular, these averages understate the minimum hours required in fields where only a small percentage of institutions have minimum requirements.

[1]Some institutions collapsed categories, reporting the number of credit hours for both mathematics and/or natural and physical sciences.

TABLE D—Institutions Reporting Increases Between 1979–80 and 1984–85 in the Minimum Credit Hours Required in Selected Fields

(Percentage of Institutions)

	Doctorate Institutions (N = 163)	Comprehensive Institutions (N = 399)	Baccalaureate Institutions (N = 708
Mathematics	19	15	17
World civilization	3	11	21
Social Sciences	12	10	14
English/American literature	4	5	16
Natural and physical sciences	10	8	10
English composition	10	11	5
Philosophy	3	4	10

Reference: Detailed table 6

TABLE E—Percentage of Four-year Institutions with Course Requirements Covering Specific Content Areas

	Doctorate Institutions (N = 163)	Comprehensive Institutions (N = 399)	Baccalaureate Institutions (N = 708)
American history and literature	19	35	26
European history since the Renaissance	11	19	31
Ancient or medieval European history	9	17	26
Literature and philosophy of ancient Greece and Rome	8	7	19
Literature, history, or cultures of Africa or Asia	14	7	8

Reference: Detailed table 9

Renaissance and almost as many required courses covering American history and literature, and ancient or medieval European history. Fully 35 percent of comprehensive institutions required coursework in American history and literature. In contrast, fewer than 1 in 10 institutions required all of their students to take courses dealing with the literature, history, or cultures of non-Western countries. Doctorate institutions required such courses slightly more frequently than did others.

The general pattern among American colleges and universities today, appears to be that few specific subjects are mandated for all students. This is especially evident at doctoral institutions, where individual departments or colleges typically set their own requirements for their students. Some ambiguity in questionnaire wording must also be acknowledged, however. Thus, for example, respondents might have answered the query about American history and American literature only in terms of a course that covered both aspects (see Appendix A). It is far more typical for colleges to offer history courses apart from literature coursework.

Foreign Language Requirements. About half the baccalaureate colleges and about 4 in 10 of comprehensive and doctoral institutions had foreign language requirements for all their undergraduate students (see table F). Among such institutions, 54 percent of the doctoral universities, 46 percent of the comprehensive institutions, and 41 percent of the baccalaureate colleges required that a specified number of foreign language courses or hours be taken. Very few institutions required that a language proficiency examination must be passed, and a number of institutions allowed substitutions to foreign language requirements. Such practice was most frequent in baccalaureate colleges where 58 percent allowed students to take computer courses instead of foreign languages.

A significantly greater proportion of private institutions had foreign language requirements, compared to public institutions. Over half the private doctoral universities and private baccalaureate colleges and 62 percent of private comprehensive universities required foreign language study of all degree candidates. In contrast, about 3 in 10 public institutions did so (see detailed table 10).

Other Requirements. Over half the baccalaureate colleges but only 3 in 10 comprehensive and 2 in 10 doctorate universities required *all* undergraduates to have formal training in the use of the college library for research. This typically involved an orientation conducted by library staff, rather than more intensive training conducted by faculty (see table G). Other forms of library training were cited by 20 percent of doctoral institutions and by 13 percent of other four-year institutions. These included self-tutorial programs undertaken through workbooks as well as specific courses on library research skills and work on

TABLE F—Percentage of Four-year Institutions with Foreign Language Requirements for All Undergraduates, 1984–85

	Doctorate Institutions (N = 163)	Comprehensive Institutions (N = 399)	Baccalaureate Institutions (N = 708)
Percentage requiring foreign language coursework	39%	41%	48%
Number of four-year institutions requiring foreign languages	(N = 63)	(N = 162)	(N = 341)
Specified courses	54%	46%	41%
Proficiency examinations	19	16	6
Substitutions, computer courses	16	27	58
Substitutions, other	35	25	22

Note: Multiple responses were permitted; therefore, detail will total to more than 100 percent. These figures were recalculated from data in detailed table 10.

*See next page for ERRATA

Higher Education Panel Survey Number 66
GENERAL EDUCATION REQUIREMENTS IN THE HUMANITIES

ERRATA

Page 7, right column, line 7: For 58 percent read 19 percent
Page 7, For TABLE F read

TABLE F--Percentage of Four-year Institutions with Foreign Language Requirements for All Undergraduates, 1984-85

	Doctorate Institutions (N = 163)	Comprehensive Institutions (N = 399)	Baccalaureate Institutions (N = 708)
Percentage with foreign language requirements	39%	41%	48%
Number of four-year institutions with foreign language requirements	(N = 63)	(N = 162)	(N = 341)
Specified courses	54%	46%	41%
Proficiency examinations	19	16	6
Substitutions, computer courses	8	6	19
Substitutions, other (areas studies, other humanities, etc.)	8	21	38
Other foreign language requirements (proficiency or course-work, transfer credits, etc.)	35	25	22

Note: Multiple responses were permitted; therefore, detail will total to more than 100 percent. These figures were recalculated from data in detailed table 10.

BEST COPY AVAILABLE

TABLE G—Percentage of Four-year Institutions Requiring Library Training, 1984–85

	Doctorate Institutions (N = 163)	Comprehensive Institutions (N = 399)	Baccalaureate Institutions (N = 708)
Percentage requiring formal library training	22%	32%	56%
Number of institutions requiring formal library training	(N = 35)	(N = 128)	(N = 384)
Orientation by library staff	74%	81%	96%
Intensive training	14	45	46
Other	20	13	13

Reference: Detailed table 12

Note: Multiple responses were permitted; therefore, detail will total to more than 100 percent. These figures were recalculated from data in detailed table 12.

library skills that was included as part of an English composition course or a literature course.

Instructional Approaches. Respondents were asked about the instructional approaches they employed in general education courses in the humanities. These methods included the use of primary literary, historical, or critical texts (in their entirety or as selections); the use of textbooks and other secondary sources; the writing of critical papers; and conduct of original research from primary sources.

Reading textbooks and other secondary sources was the most prevalent method of teaching humanities in four-year institutions: 90 percent of baccalaureate colleges, 73 percent of comprehensive universities, and 68 percent of doctoral institutions employed this method in at least one-third of the humanities courses their students take to fulfill general education requirements (see figure 4 and detailed table 11). Other popular methods included reading selections from primary literary, historical, or critical texts and writing critical papers. Only about 4 in 10 institutions required that students in humanities courses read summary texts in their entirety, and fewer than 2 in 10 required their students to conduct original research from primary sources.

Public and private institutions differed somewhat in the instructional approaches employed to teaching of humanities courses. Private institutions were more likely than were public institutions to require students to read primary texts in their entirety or use selections from such sources, to write critical papers, and to conduct original research from primary

FIGURE 4

Percentage of Institutions Using Various Teaching Methods in At Least One-third of General Education Courses in the Humanities

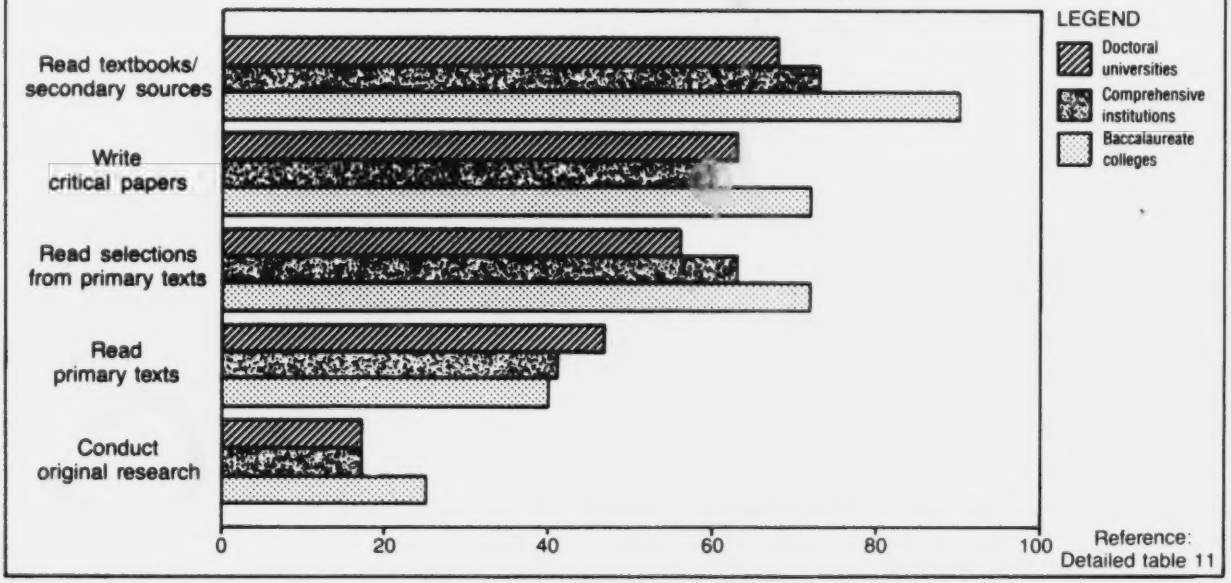


TABLE H—Approaches to Teaching Expository Writing, 1984–85
(Percentage of Institutions)

Type of Approach	Doctorate Institutions (N = 163)	Comprehensive Institutions (N = 399)	Baccalaureate Institutions (N = 708)
Writing is taught only in the English department	42	46	47
Writing is taught in a special composition program	68	72	57
Writing is taught in a writing laboratory	61	66	49
Writing is taught using a peer tutorial system	22	41	31
Writing is taught in a "writing across-the-curriculum" program, i.e., in all or most academic departments	36	43	43
Students are responsible for a designated amount of critical writing in the general education courses	47	35	44
Students must pass a writing proficiency examination	28	34	25
Students *may* write a senior thesis	68	48	52
Students *must* write a senior thesis	3	1	10

Reference: Detailed table 13

sources. Public institutions were more likely than were private ones to rely on textbooks and other secondary sources.

Baccalaureate colleges were somewhat different in this aspect. First, they relied more frequently than did other institutions on the use of textbooks and secondary sources, on selections from primary texts, on writing critical papers, and on conducting original research—even though this was required by only one-fourth of baccalaureate colleges. Only 4 in 10 baccalaureate colleges required that their students read primary texts, and this practice was more prevalent among public than among private baccalaureate colleges. This contrasts with the practice at other types of institutions where the private more frequently than the public required students to read primary texts.

Respondents were given nine different modes by which to characterize their institution's approach to expository writing (see table H). More than one approach could be indicated. The most prevalent approach, cited by almost two-thirds of all four-year institutions, was the use of a special composition program for undergraduates. Writing is taught in writing laboratories at over half of the institutions. About 4 in 10 institutions required "writing across the curriculum" and a similar proportion included critical writing in their general education courses. A senior thesis was rarely required, and relatively few institutions required a writing proficiency examination.

Approaches to teaching expository writing skills differed somewhat by type of four-year institutions. For instance, the use of special composition programs and writing laboratories was more prevalent in doctorate and comprehensive universities than in baccalaureate colleges (see detailed table 13). There were also some differences by control of institutions. In general, public four-year institutions were more likely than were private ones to rely on writing laboratories, while private institutions were more likely to teach writing skills in all or most academic departments (i.e., "writing across the curriculum").

Restructuring of General Education Requirements. At the time of the survey, between 50 and 60 percent of the four-year institutions were either en-

TABLE I—Percentage of Four-year Institutions Reporting Restructuring of General Education Requirements and Principal Initiators

	Doctorate Institutions (N = 163)	Comprehensive Institutions (N = 399)	Baccalaureate Institutions (N = 708)
Percentage of institutions reporting restructuring of requirements	57%	57%	51%
Number of institutions reporting such restructuring	(N = 102)	(N = 219)	(N = 361)
Percentage of these institutions reporting restructing initiated by			
Faculty committee/senate	35%	56%	39%
Dean/president	35	38	51
Other	30	7	10

Reference: Detailed table 14.1

gaged in some stage of restructuring or had just completed restructuring their general education requirements. Of these, about half were in the planning stages regarding such changes; relatively few had completed the process (see table I and detailed table 14).

Slightly more doctoral universities were engaged in such a restructuring process than comprehensive institutions or baccalaureate colleges. Further, public institutions were more likely than were private institutions to report that they were either considering such change or had already restructured their general education requirements.

Between one-third and one-half of institutions cited faculty groups (faculty committees or the faculty senate) as the principal "initiators" in the restructuring of general education requirements. Senior administrators (typically a dean or, less often, a president) were often cited as the initiator of this change, particularly in baccalaureate colleges. Other factors cited as principal initiators were state agency directives or state legislature guidelines, particularly at doctoral universities (see table I).

General Education Requirements at Two-year Colleges[4]

Most two-year colleges (89 percent) had general education requirements for all of their degree candidates. Typically, this involved an average of 26 credit hours of coursework out of an average of 65 hours required for completion of a two-year degree (see table J and detailed table 4.1). There was no appreciable change over the last five years in the proportion of total hours that were devoted to general education.

As was the case with four-year institutions, the great majority of two-year colleges (81 percent) required their students to choose from a limited range of courses in meeting general education requirements. Eighty-nine percent of two-year colleges reported that all degree candidates must take humanities courses that were specified along departmental lines (e.g., history 101). As with four-year institutions, two-year colleges showed some movement away from allowing students an unlimited range of choices (see detailed table 2).

With respect to specific subject areas, two-year colleges also reflected the general tendency, noted earlier with four-year institutions, to require English composition courses. In 1984–85, 90 percent of two-year colleges did so. In contrast, relatively few two-year colleges specified that students must take coursework in English or American literature (23 percent), world civilization (13 percent), or other humanities subjects. Over 7 in 10 two year colleges also required studies in social sciences, while 6 in 10 required studies in mathematics and natural and physical sciences (see table K and detailed table 8).

Notably, a number of two-year colleges increased their humanities requirements during the last five years. As figure 5 shows, 12 percent of two-year colleges reported increases in English and 17 percent reported increases in other humanities subjects (which may have included linguistics, art history,

[4]The reader should note that the detailed tables include information on two-year degree programs offered by **four-year** institutions. This section of the report focuses only on general education requirements offered at two-year colleges.

TABLE J—Hours Required for General Education Courses and for Graduation: Two-year Programs

Type of Institution and Requirement	1984–85 (In Credit Hours)	1979–80 (In Credit Hours)
All institutions with two-year programs		
Average hours of general education	29	28
Average hours for graduation	64	64
Two-year colleges		
Average hours of general education	26	26
Average hours for graduation	65	66

Reference: Detailed table 4.1

TABLE K—Selected Characteristics of General Education Requirements at Two-year Colleges

Characteristics	Percentage of Two-year Colleges
Institutions with general education requirements	89
Approaches to teaching expository writing (fall 1984)	
English department only	57
Composition program	50
Writing laboratory	48
Peer tutorial	21
Across-the-curriculum	34
Designated amount of critical writing	44
Proficiency examination	25

Required coursework in selected fields, 1984–85	1984–85 (In Percentages)	1979–80 (In Percentages)
English composition	90	84
English/American literature	23	20
Foreign language	5	5
World civilization	13	12
Other history	22	19
Social sciences	73	66
Mathematics	57	43
Natural and physical sciences	62	53

Reference: Detailed tables 1, 13, 8 and 8.1

music history, archaeology, jurisprudence, religious studies and ethics, or interdisciplinary courses in the humanities). In nonhumanities fields, between 15 and 22 percent of the two-year colleges showed increases in minimum credit hours.

Only 11 percent of two-year colleges had some kind of foreign language requirements for all degree candidates (compared with two-fifths of four-year institutions). The average minimum credit hours in foreign language were also lower at two-year colleges than at four-year institutions (see detailed tables 7 and 10).

The survey also sought information on the extent to which institutions required coursework in specific subject areas of the humanities (e.g., American history and literature, the literature and philosophy of ancient Greece and Rome). It is interesting to note that about 4 in 10 two-year colleges reported that they required all degree candidates to take coursework in American history and literature (see detailed table 9). This is much higher than the proportion of doctoral universities (19 percent) or baccalaureate colleges (26 percent) with such a requirement. In other areas, very few two-year colleges reported any requirements.

In terms of instructional methods used in required humanities courses, 79 percent of two-year colleges relied significantly on secondary sources, 54 percent required students to write critical papers and 37 percent used selections from primary texts for one-third or more of these courses. Only 20 percent reported that students in these courses used primary texts (see detailed table 11).

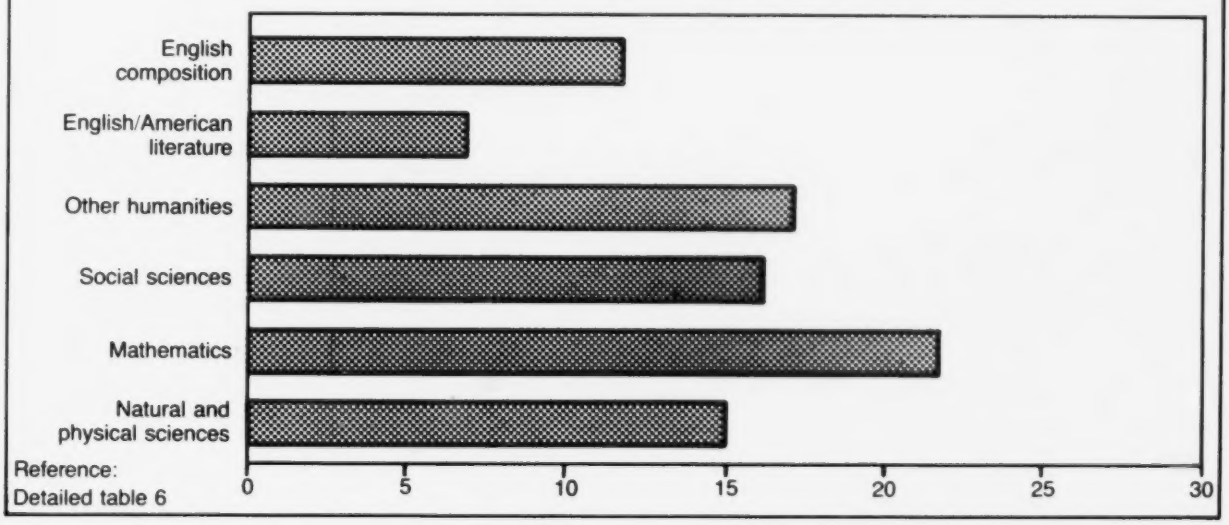
Thirty-six percent of two-year colleges required formal library training for all degree candidates. Of these colleges, one-third offered such training through an orientation by library staff, while a few required more intensive training (see detailed table 12).

As was the case with four-year institutions, the predominant method for teaching expository writing at two-year colleges was through the English department; 57 percent followed this approach. Fifty percent of two-year colleges offered a special composition program to teach expository writing, 48 percent used a writing laboratory to teach expository writing skills, 44 percent required a designated amount of critical writing in the general education courses, and 34 percent relied on the "writing across the curriculum" method. Only 25 percent required a proficiency examination (see table K).

About half of the two-year colleges were involved in restructuring their general education requirements during 1984-85; 22 percent reported being involved in the planning stages of such changes. Both of these figures suggest a lower level of activity in this area than was reported by four-year institutions. Faculty committees and deans shared the role as principal initiators of such restructuring at two-year colleges.

FIGURE 5

Percentage of Two-year Colleges Reporting Increases in the Minimum Credit Hours in Selected Fields Between 1979–80 and 1984–85



Reference: Detailed table 6

SUMMARY

This report has offered a detailed look at general education requirements in American colleges and universities, with a particular focus on the role of humanities subject-matter in such requirements. The general view that emerges does much to support the concern voiced recently by a number of national reports regarding the low degree of coherence in the undergraduate curriculum: apart from a general consensus on a requirement for coursework in English composition, colleges ranged widely on what they designated as needed in general education.

Baccalaureate colleges offer some exception to this overall pattern. Many of these colleges do require all their students to cover specific academic areas as part of their undergraduate education. Probably, too, a comparable survey of requirements for liberal-arts majors would show a greater degree of consensus that certain subject areas should be part of an undergraduate's course of study. Nevertheless, this study—which focused on requirements applicable to all degree candidates, regardless of major--indicates that very little common learning is now signified by the granting of baccalaureate degrees in America's colleges and universities.

TABLE 1—Institution-wide General Education Requirements of All Degree Candidates, 1984–85

	All Institutions			Doctorate			Comprehensive			Baccalaureate			Two-year		
	Total	Public	Private	Total	Public	Private	Total	Public	Private	Total	Public	Private	Total	Public	Private
Total	2,546	1,395	1,151	163	104	59	399	252	147	708	119	589	1,276	920	356
Institutions requiring general education	2,373	1,259	1,114	156	97	59	366	242	124	694	119	575	1,157	801	356
Percent	93.2	90.2	96.8	95.6	93.2	100.0	91.7	96.2	84.1	98.0	100.0	97.7	89.3	87.1	100.0
Institutions requiring no general education	173	136	37	7	7	0	33	10	23	14	0	14	119	119	0
Percent	6.8	9.8	3.2	4.4	6.8	0.0	8.3	3.8	15.9	2.0	0.0	2.3	9.2	12.9	0.0

TABLE 2—Type of General Education Requirements
(Percentage of Institutions)

	Doctorate			Comprehensive			Baccalaureate			Two-year		
	Total (N = 163)	Public (N = 104)	Private (N = 59)	Total (N = 399)	Public (N = 252)	Private (N = 147)	Total (N = 708)	Public (N = 119)	Private (N = 589)	Total (N = 1,296)	Public (N = 940)	Private (N = 356)
1984–85												
Specified departmental	63	69	52	79	80	78	83	100	80	89	85	100
Specified interdisciplinary	15	14	16	34	36	31	31	14	34	39	32	58
Limited area	85	88	80	87	87	88	87	93	86	81	89	60
Unlimited area	22	17	32	15	13	19	13	7	14	7	8	5
1979–80												
Specified departmental	58	64	48	78	75	83	79	79	79	83	78	97
Specified interdisciplinary	9	10	8	28	27	29	27	7	31	30	24	45
Limited area	63	60	68	76	74	80	70	64	71	71	76	55
Unlimited area	37	33	44	19	18	20	22	14	24	14	18	5

TABLE 3—General Education Requirements, by Division
(Percentage of Institutions)

Division	Doctorate		Comprehensive		Baccalaureate		Two-year	
	1984–85 (N = 163)	1979–80	1984–85 (N = 399)	1979–80	1984–85 (N = 708)	1979–80	1984–85 (N = 1,296)	1979–80
Lower only	30	25	29	32	21	23	90	90
Upper only	0	2	5	5	1	1	0	0
Upper and/or lower	70	73	66	63	78	76	10	10

BEST COPY AVAILABLE

TABLE 4—Average Hours of General Education and Average Hours for Graduation, Four-year Programs, 1984–85 and 1979–80

	All Institutions			Doctorate			Comprehensive			Baccalaureate		
	Total	Public	Private	Total	Public	private	Total	Public	Private	Total	Public	Private
Average hours of general education, 1984–85	45	42	46	39	40	39	43	42	44	47	44	48
Average hours of general education, 1979–80	42	40	44	38	39	38	41	40	42	44	39	46
Average hours for graduation, 1984–85	125	124	126	123	123	122	123	124	123	127	125	128
Average hours for graduation, 1979–80	125	125	125	126	128	124	123	125	122	126	125	127

TABLE 4.1—Average Hours of General Education and Average Hours for Graduation, Two-year Programs, 1984–85 and 1979–80

	All Institutions			Doctorate			Comprehensive			Baccalaureate			Two-year		
	Total	Public	Private	Total	Public	Private	Total	Public	Private	Total	Public	Private	Total	Public	Private
Average hours of general education, 1984–85	29	26	30	34	25	36	30	26	31	26	23	27	26	26	25
Average hours of general education, 1979–80	28	24	30	34	26	36	29	22	31	24	23	25	26	25	27
Average hours for graduation, 1984–85	64	62	65	60	60	60	65	63	66	63	64	63	65	62	70
Average hours for graduation, 1979–80	64	61	65	60	63	60	64	57	66	63	64	63	66	62	69

TABLE 5—Distribution of Institutions by Percentage of Total Hours Required That Are in General Education, Four-year Programs

(Percentage of Institutions)

General Education Hours as a Percentage of Total Hours	Total Four-year Institutions		Doctorate		Comprehensive		Baccalaureate	
	1984–85 (N = 1,270)	1979–80	1984–85 (N = 163)	1979–80	1984–85 (N = 399)	1979–80	1984–85 (N = 708)	1979–80
0–4 percent	5	6	4	4	9	12	3	3
5–24 percent	7	12	19	26	10	9	3	10
25–34 percent	29	29	42	38	32	40	24	20
35–44 percent	44	40	19	22	36	26	54	52
45 plus percent	15	13	16	10	13	12	16	14
Total	100	100	100	100	100	100	100	100

Note: Percentage distributions may not sum to 100 because of rounding.

TABLE 5.1—Distribution of Institutions by the Percentage of Total Hours Required That Are in General Education, Two-year Programs

(Percentage of Institutions)

	Total Four-year Institutions		Doctorate		Comprehensive		Baccalaureate		Two-year	
	1984–85 (N = 350)	1979–80 (N = 346)	1984–85 (N = 21)	1979–80 (N = 21)	1984–85 (N = 77)	1979–80 (N = 73)	1984–85 (N = 252)	1979–80 (N = 252)	1984–85 (N = 1,296)	'1979–80 (N = 1,296)
0–4 percent	1	6	11	11	0	9	0	4	0	2
5–24 percent	12	14	11	11	30	26	7	12	11	15
25–34 percent	22	18	0	0	17	14	26	21	28	26
35–44 percent	26	30	11	11	6	6	34	38	19	19
45 plus percent	38	31	67	67	46	42	34	25	42	38
Total	100	100	100	100	100	100	100	100	100	100

Note: Percentage distributions may not sum to 100 because of rounding.

TABLE 6—Changes Between 1979–80 and 1984–85 in Minimum Credit Hours Required in Selected Fields

(In Percentage)

	Doctorate			Comprehensive			Baccalaureate			Two-year		
	Increase	No Change (N = 163)	Decrease	Increase	No Change (N = 399)	Decrease	Increase	No Change (N = 708)	Decrease	Increase	No Change (N = 1,296)	Decrease
English composition	10	87	3	11	86	3	5	95	0	12	86	2
English/American literature	4	93	3	5	91	4	16	79	5	7	87	7
Foreign language	7	90	3	4	96	0	15	79	6	0	100	0
World civilization	3	97	0	11	87	1	21	77	2	1	98	1
Other history	7	91	2	4	92	4	8	87	5	3	97	0
Philosophy	3	97	0	4	95	1	10	87	3	3	96	1
Classics	0	100	0	0	100	0	2	98	0	0	100	0
Other humanities	10	86	4	15	82	3	14	78	9	17	83	0
Arts	2	98	0	3	96	1	10	90	0	1	99	0
Social sciences	12	75	13	10	84	7	14	77	9	16	80	4
Mathematics	19	78	3	15	83	1	17	82	1	22	73	5
Natural & physical sciences	10	81	9	8	88	5	10	77	13	15	78	7
Mathematics and/or science	6	91	3	4	95	1	2	96	2	3	96	0
Combination of humanities	6	90	4	2	96	1	7	91	2	2	98	0
Humanities and/or choice of other subject areas	4	94	2	0	98	2	3	96	1	0	100	0
Other	0	98	2	0	100	0	0	100	0	0	100	0

TABLE 7—Average Minimum Credit Hours Required at Institutions with School-wide General Education Requirements, by Field, 1984–85

	Doctorate			Comprehensive			Baccalaureate			Two-year		
	Total (N = 156)	Public (N = 97)	Private (N = 59)	Total (N = 366)	Public (N = 242)	Private (N = 124)	Total (N = 694)	Public (N = 119)	Private (N = 575)	Total (N = 1,157)	Public (N = 801)	Private (N = 356)
English composition	6	6	6	5	6	5	5	6	5	7	6	8
English/American literature	5	5	5	5	4	5	4	4	4	4	4	3
Foreign language	9	10	8	7	6	9	7	5	8	2	2	1
World civilization	6	6	7	6	5	8	4	4	4	4	6	1
Other history	4	6	3	5	5	5	4	4	4	3	5	1
Philosophy	4	4	5	5	3	9	4	3	4	3	2	6
Classics	0	0	0	1	2	0	3	3	3	0	0	0
Other humanities	8	7	8	7	7	8	9	6	10	6	5	7
Arts	3	3	4	3	4	2	4	5	4	2	3	1
Social sciences	8	8	8	8	8	8	8	10	7	5	6	4
Mathematics	5	5	5	4	4	4	4	4	4	5	5	6
Natural and physical sciences	9	9	8	7	9	6	7	8	7	6	7	5
Mathematics and/or science	8	8	8	11	11	10	10	12	9	5	6	1
Combination of humanities	10	10	10	11	12	11	13	14	12	7	10	1
Humanities and/or choice of other subject areas	19	20	18	16	13	22	10	18	8	6	6	5
Other	0	0	0	0	0	0	0	0	0	2	2	0

Note: Averages are based on responses of all institutions in each category, including those with no minimum requirements in a field.

TABLE 8—Institutions with General Education Requirements in Selected Fields, 1984–85
(Percentage of Institutions)

	Doctorate			Comprehensive			Baccalaureate			Two-year		
	Total (N = 156)	Public (N = 97)	Private (N = 59)	Total (N = 366)	Public (N = 242)	Private (N = 124)	Total (N = 694)	Public (N = 119)	Private (N = 575)	Total (N = 1,157)	Public (N = 801)	Private (N = 356)
English composition	90	93	84	84	89	71	88	100	85	90	88	100
English/American literature	28	30	24	35	31	45	54	57	54	23	25	50
Foreign language	26	18	40	22	20	26	36	14	42	5	6	11
World Civilization	17	11	28	34	32	39	52	50	52	13	15	17
Other history	19	20	16	26	28	19	27	43	23	22	26	28
Philosophy	19	11	32	26	21	39	46	14	54	7	7	11
Classics	0	0	0	1	1	0	4	14	2	0	0	0
Other humanities	41	39	44	57	57	55	68	57	71	39	42	44
Arts	4	2	8	18	17	19	29	21	31	5	6	6
Social sciences	72	68	80	76	79	71	86	79	88	73	82	67
Mathematics	51	59	36	59	61	55	50	71	44	57	63	61
Natural and physical sciences	62	64	60	67	73	52	71	71	71	62	69	61
Mathematics and/or science	22	18	28	14	12	19	20	14	21	11	12	11
Humanities combination	26	27	24	13	15	10	20	14	21	15	18	22
Humanities and/or choice of other subject areas	12	14	8	4	4	3	6	7	6	4	4	6

BEST COPY AVAILABLE

TABLE 8.1—Institutions with General Education Requirements in Selected Fields, 1979–80
(Percentage of Institutions)

	Doctorate			Comprehensive			Baccalaureate			Two-year		
	Total (N = 156)	Public (N = 97)	Private (N = 59)	Total (N = 366)	Public (N = 242)	Private (N = 124)	Total (N = 694)	Public (N = 119)	Private (N = 575)	Total (N = 1,157)	Public (N = 801)	Private (N = 356)
English composition	86	86	84	77	84	61	85	93	83	84	83	89
English/American literature	23	27	16	30	27	39	42	43	42	20	15	50
Foreign language	19	16	24	17	16	19	26	7	31	5	4	11
World civilization	14	11	20	24	23	29	33	29	35	12	12	11
Other history	13	16	8	24	28	16	23	36	19	19	20	17
Philosophy	16	11	24	21	17	29	36	0	46	3	2	11
Classics	0	0	0	1	1	0	2	0	2	0	0	0
Other humanities	36	36	36	47	48	45	62	57	64	33	33	33
Arts	3	0	8	15	15	16	20	14	21	5	4	6
Social sciences	70	68	72	74	76	71	79	71	81	66	68	56
Mathematics	36	41	28	45	48	39	33	50	29	43	42	44
Natural and physical sciences	55	59	48	64	69	52	64	57	65	53	54	50
Mathematics and/or science	19	14	28	12	11	16	20	14	21	10	10	11
Humanities combination	26	25	28	13	15	10	18	7	21	13	12	17
Humanities and/or choice of other areas	9	9	8	4	4	3	4	7	4	4	4	6

TABLE 9—Institutions that Require Students to Take One or More Courses Covering Various Humanities Areas, 1984–85
(Percentage of Institutions)

	Doctorate			Comprehensive			Baccalaureate			Two-year		
Content	Total (N = 163)	Public (N = 104)	Private (N = 59)	Total (N = 399)	Public (N = 252)	Private (N = 147)	Total (N = 708)	Public (N = 119)	Private (N = 589)	Total (N = 1,298)	Public (N = 940)	Private (N = 358)
Ancient or medieval European history	9	10	8	17	12	30	26	21	27	4	4	5
European history from the Renaissance	11	10	12	19	11	31	31	21	33	6	5	8
American history and literature	19	27	4	35	42	22	26	29	26	39	28	42
Literature and philosophy of ancient Greece and Rome	8	10	4	7	8	7	19	0	22	7	4	16
Literature, history, or cultures of Africa or Asia	14	15	12	7	5	10	8	0	10	2	2	0

TABLE 10—Institutions with Foreign Language Study Graduation Requirements for All Degree Candidates, 1984–85
(Percentage of Institutions)

Requirement	Doctorate			Comprehensive			Baccalaureate			Two-year		
	Total (N = 163)	Public (N = 104)	Private (N = 59)	Total (N = 399)	Public (N = 252)	Private (N = 147)	Total (N = 708)	Public (N = 119)	Private (N = 589)	Total (N = 1,296)	Public (N = 940)	Private (N = 356)
Foreign language study is required	39	31	52	41	28	62	48	29	52	11	13	5
Specified courses	21	21	20	19	17	21	20	14	21	3	3	3
Proficiency examination	7	5	12	6	3	12	3	0	4	0	0	0
Computer substitute	3	5	0	2	0	7	9	7	10	0	0	0
Other substitutions	3	2	4	8	6	12	18	0	22	3	4	0
Specific courses and/or proficiency examination	13	10	20	10	9	12	10	7	11	0	0	0

TABLE 11—Institutions Using Various Instructional Methods in One-third or More of Required Humanities Courses, 1984–85
(Percentage of Institutions)

Method	Doctorate			Comprehensive			Baccalaureate			Two-year		
	Total (N = 163)	Public (N = 104)	Private (N = 59)	Total (N = 399)	Public (N = 252)	Private (N = 147)	Total (N = 708)	Public (N = 119)	Private (N = 589)	Total (N = 1,296)	Public (N = 940)	Private (N = 356)
Primary texts	47	38	64	41	38	50	40	65	33	20	20	22
Selections from primary texts	56	50	68	63	58	77	72	65	74	37	35	50
Secondary sources	68	73	59	73	75	69	90	100	88	79	77	89
Write critical papers	63	60	68	60	52	81	72	65	74	54	53	61
Original research	17	14	20	17	10	38	25	22	26	8	8	11

TABLE 12—Institutions Requiring Formal Library Training for All Undergraduates, 1984–85
(Percentage of Institutions)

Training Type	Doctorate			Comprehensive			Baccalaureate			Two-year		
	Total (N = 163)	Public (N = 104)	Private (N = 59)	Total (N = 399)	Public (N = 252)	Private (N = 147)	Total (N = 708)	Public (N = 119)	Private (N = 589)	Total (N = 1,296)	Public (N = 940)	Private (N = 356)
Formal training required	22	20	24	32	30	35	56	50	57	36	30	52
Orientation	16	14	20	26	24	29	53	43	56	34	29	47
Intensive training	3	2	4	14	13	17	26	7	29	12	10	18
Other	4	7	0	4	4	4	7	14	6	2	2	3

TABLE 13—Institutions Reporting the Use of Various Approaches to the Teaching of Expository Writing, 1984–85
(Percentage of Institutions)

	Doctorate			Comprehensive			Baccalaureate			Two-year		
	Total (N = 163)	Public (N = 104)	Private (N = 59)	Total (N = 399)	Public (N = 252)	Private (N = 147)	Total (N = 708)	Public (N = 119)	Private (N = 589)	Total (N = 1,296)	Public (N = 940)	Private (N = 356)
English department only	42	41	44	46	48	44	47	64	43	57	64	37
Composition program	68	73	60	72	75	67	57	57	56	50	53	42
Writing laboratory	61	70	44	66	74	52	49	86	41	48	55	29
Peer tutorial	22	30	8	41	39	45	31	43	29	21	25	10
Across the curriculum	36	30	48	43	37	52	43	29	46	34	24	61
Designated amount of critical writing	47	50	41	35	29	46	44	15	50	44	36	66
Proficiency examination	28	32	20	34	41	22	25	14	28	25	25	26
Optional thesis	68	70	64	48	38	64	52	14	59	2	3	0
Mandatory senior thesis	3	0	8	1	1	1	10	0	12	1	2	0

TABLE 14—Institutions Reporting Restructuring of General Education Requirements, 1984–85
(Percentage of Institutions)

	Doctorate			Comprehensive			Baccalaureate			Two-year		
	Total (N = 163)	Public (N = 104)	Private (N = 59)	Total (N = 399)	Public (N = 252)	Private (N = 147)	Total (N = 708)	Public (N = 119)	Private (N = 589)	Total (N = 1,296)	Public (N = 940)	Private (N = 356)
Not being considered	39	33	49	42	40	46	48	36	50	52	53	50
In planning stage	34	35	32	30	25	39	25	36	23	22	23	18
In process	23	30	12	21	27	10	18	14	19	21	16	32
Just completed	4	2	8	6	8	4	8	14	7	5	7	0

TABLE 14.1—Institutions Reporting Restructuring of General Education Requirements, by Initiator, 1984–85
(Percentage of Institutions)

	Doctorate			Comprehensive			Baccalaureate			Two-year		
	Total (N = 102)	Public (N = 69)	Private (N = 33)	Total (N = 219)	Public (N = 134)	Private (N = 85)	Total (N = 361)	Public (N = 68)	Private (N = 293)	Total (N = 585)	Public (N = 397)	Private (N = 188)
Faculty committee	28	28	29	44	39	52	37	25	39	42	46	35
Faculty senate	7	10	0	12	14	8	2	0	3	0	0	0
Dean	30	31	29	20	10	35	42	38	44	37	26	60
President	5	3	7	18	26	5	9	25	5	5	8	0
Other	30	28	36	7	11	0	10	12	9	16	21	5

Note: Percentage based on institutions reporting a restructuring of requirements.

APPENDIX A: SURVEY INSTRUMENT

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel

July 11, 1984

Dear Higher Education Panel Representative:

Attached is Higher Education Panel Survey No. 66, "General Education Requirements in the Humanities." It is sponsored by the National Endowment for the Humanities for the purpose of determining the status of undergraduate general education requirements in the humanities at colleges and universities throughout the country.

In recent years, some observers of higher education have perceived a decline in the importance of the humanities in general education. The Endowment is seeking to assess this trend and to strengthen the teaching and learning of the humanities at the undergraduate level. This survey will aid the Endowment by providing reliable data that are needed to develop effective program policies, guidelines, and priorities.

This survey may be most appropriately completed by the dean of undergraduate education at larger institutions or by the dean of the college at smaller institutions. However, we rely on your determination of the most appropriate respondent.

Please understand that your institution's response will be protected to the maximum extent permissible by law. As with all our surveys, the data you provide will be reported in summary fashion only and will not be identifiable with your institution. This survey is authorized by the National Science Foundation Act of 1950, as amended. Although you are not required to respond, your cooperation is needed to make the results comprehensive, reliable, and timely.

Please have the completed questionnaire returned to us by **August 1,** enclosed in the postpaid, preaddressed envelope.

If you have any problems or questions, please do not hesitate to telephone us collect at (202) 833-4757. Thank you for your assistance.

Sincerely,

Frank J. Atelsek
Panel Director

Enclosure

AMERICAN COUNCIL ON EDUCATION

OMB # 3145-0009
Exp. 03/31/87

Higher Education Panel Survey #66

GENERAL EDUCATION REQUIREMENTS IN THE HUMANITIES

NOTE

For the purposes of this questionnaire, "general education" is defined as that part of the curriculum that all undergraduates are required to take, regardless of major, in order to graduate. Often referred to as the "breadth" of component of the curriculum, general education is distinct from the "depth" major, and from free electives. Some institutions require students to take a specific set or "core" of general education courses. Other institutions adopt a distribution scheme whereby students can select from groups of courses to complete the general education requirements.

All questions refer to requirements in effect for students entering in the 1984–85 academic year unless otherwise indicated. Humanities includes modern and classical languages; linguistics; English; literature; history; American studies; philosophy; archaeology; religious studies; and the history, criticism, and theory of the arts.

If your institution does not have an undergraduate program, please check the box ☐ and return the questionnaire uncompleted to us.

1. Are there any course requirements that all undergraduate degree candidates must meet to graduate, regardless of major?
   _____ Yes. Proceed to question 2.
   _____ No. Skip to question 9.

2. Please indicate which of the following conditions describes your current general education requirements and whether they existed during the 1979–80 academic year. Check *all* that apply.

	Part of 1984–85 Requirements	Part of 1979–80 Requirements
a. Students must take one or more specified departmental courses, e.g., "history 101."	___ Yes ___ No	___ Yes ___ No
b. Students must take one or more specified interdisciplinary or interdepartmental courses.	___ Yes ___ No	___ Yes ___ No
c. Students must choose from a limited range of courses to fulfill area requirements.	___ Yes ___ No	___ Yes ___ No
d. Students must choose from a virtually unlimited range of courses to fulfill area requirements.	___ Yes ___ No	___ Yes ___ No

3. Please indicate during which years students usually complete the general education requirements.

	1984–85	1979–80
Lower division only	_____	_____
Upper division only	_____	_____
Upper and/or lower division	_____	_____

4. Indicate the minimum number of credit hours required of general education and the *total* number of hours required for graduation from the:

	1984–85	1979–80
(a) **Four-year baccalaureate program** (check here ☐ if not applicable)		
Required only in general education:	____ hours	____ hours
Total required for graduation:	____ hours	____ hours
(b) **Two-year associate program** (check here ☐ if not applicable)		
Required only in general education:	____ hours	____ hours
Total required for graduation:	____ hours	____ hours

(c) Indicate whether these totals are based on a quarter or semester system.	1984–85	1979–80
Quarter	_____	_____
Semester	_____	_____
Other (specify): _____	_____	_____

The following questions should be answered for four-year programs whenever possible. If your institution offers only a two-year program, then provide responses for the two-year program.

5. For each of the following academic areas, indicate the minimum number of credit hours (either quarter or semester) required of all degree candidates entering in 1984–85 and in 1979–80.

The humanities:	Credit Hour Requirements 1984–85	1979–1980
a. English composition		
b. English or American literature		
c. Foreign languages and literature		
d. World or Western civilization		
e. Other history		
f. Philosophy		
g. Classics		
h. Other humanities fields,* including interdisciplinary humanities courses		
Other fields:		
i. Studio and performing arts		
j. Social sciences		
k. Mathematics		
l. Natural and physical sciences		

6. In order to graduate, *must* a student take one or more courses that include substantial content in:

Ancient or medieval European history	____ Yes	____ No	Literature and philosophy of ancient Greece and Rome	____ Yes	____ No
European history from the Renaissance	____ Yes	____ No	Literature, history, or cultures of Africa or Asia	____ Yes	____ No
American history and literature	____ Yes	____ No			

7. Which of the following best describe your institution's foreign language graduation requirement for all undergraduates? Check *all* that apply.

- ☐ There are no foreign language requirements of any kind.
- ☐ A specified number of courses or hours are required.
- ☐ A language proficiency examination must be passed.
- ☐ Computer courses may be substituted for foreign language courses.
- ☐ Other courses may be substituted for foreign language courses (specify): _____
- ☐ Other foreign language requirement (specify): _____

8. How many humanities courses taken to fulfill general education requirements demand that students:

	Two-thirds or More Courses	Between One-third and Two-thirds Courses	One-third or Fewer Courses or None	Do Not Know
(a) Read primary literary, historical, or critical texts in their entirety				
(b) Read selections from primary literary, historical, or critical texts				
(c) Read textbooks and other secondary sources				
(d) Write critical papers				
(e) Conduct original research from primary sources				

*Linguistics, art history, music history, archaeology, jurisprudence, and religious studies and ethics, as well as interdisciplinary courses whose content is primarily the humanities.

THE QUESTIONNAIRE IS CONTINUED ON THE FOLLOWING PAGE.

9. Are all undergraduate students required to take formal training in the use of the college library for research?

_____ Yes _____ No

If yes, which of the following describe the required training? Check *all* that apply.

☐ Orientation by the library staff

☐ More intensive training in the use of library resources involving faculty

☐ Other (specify) _____

10. Which of the following describe your approach to the teaching of expository writing skills to undergraduates? Check *all* that apply

Writing is taught only in the English department. _____ Yes _____ No

Writing is taught in a special composition program. _____ Yes _____ No

Writing is taught in a writing laboratory. _____ Yes _____ No

Writing is taught using a peer tutorial system _____ Yes _____ No

Writing is taught in a "writing across the curriculum" program, i.e., in all or most academic departments. _____ Yes _____ No

Students are responsible for a designated amount of critical writing in the general education courses. _____ Yes _____ No

Students must pass a writing proficiency examination. _____ Yes _____ No

Students *may* write a senior thesis. _____ Yes _____ No

Students *must* write a senior thesis. _____ Yes _____ No

11. Is your institution currently restructuring or planning to restructure the general education requirements? (Check only one.)

(a) No, not under active consideration _____

(b) Yes, restructuring is in active planning stage _____

(c) Yes, restructuring is in process _____

If you checked "b" or "c," who within your institution was the principal initiator of the restructuring? (Check only one.)

☐ Faculty committee

☐ Faculty senate

☐ Dean

☐ President

☐ Other (specify) _____

Thank you for your assistance. Please return this form by **August 1** to:

Higher Education Panel
American Council on Education
One Dupont Circle, Suite 829
Washington, DC 20036

Please keep a copy of this survey for your records.

Person completing form:

Name _____

Title _____

Telephone (_____) _____

If you have any questions or problems concerning this survey, please call the HEP staff collect at (202) 833-4757.

APPENDIX B: TECHNICAL NOTES

Questionnaires were sent to 445 universities, four-year institutions, and two-year colleges from one of the Panel's 520-institution half-samples. Excluded from the survey were institutions offering only graduate and/or first-professional degrees, such as those in medicine, the allied health professions, law, theology, business, and the studio and performing arts. Responses were received from 372 of the institutions surveyed for an overall response rate of 84 percent. Table B-1 shows the stratification design, the population, and the number of responses.

Comparison of Respondents and Nonrespondents

Respondent institutions are compared with Panel nonrespondents against several characteristics in table B-2. Generally, the larger institutions (with undergraduate full-time enrollment of 10,000 students or more) showed a relatively high response rate (90 percent). Universities overall and public universities in particular had high response rates (87 and 88 percent, respectively), as did institutions in the South (89 percent). Institutions showing relatively low response rates were the two-year colleges (78 percent), especially the private two-year colleges (72 percent), and institutions in the West (76 percent).

TABLE B-2—Comparison of Respondents and Nonrespondents
(In Percentages)

Characteristic	Respondents (N = 372)	Non-Respondents (N = 73)	Response Rate
Total	100.0	100.0	84
Control			
Public	66	68	83
Private	34	32	85
Type			
Universities	18	14	87
Four-year colleges	46	37	86
Two-year colleges	35	50	78
Control and Type			
Public universities	12	8	88
Private universities	7	6	86
Public four-year colleges	24	20	86
Private four-year colleges	22	16	87
Public two-year colleges	30	40	80
Private two-year colleges	5	10	72
Region			
Northeast	22	25	82
Midwest	26	23	85
South	34	22	89
West	18	30	76
Undergraduate FTE Enrollment			
Less than 2,000	34	36	83
2,000–5,999	30	33	82
5,000–9,999	18	20	82
10,000 or more	18	11	90

TABLE B-1—Stratification Design

Cell		Population (N = 2,566)	Respondents (N = 372)
01	Public doctoral universities, FTE 9,000 +	104	44
02	Private doctoral universities, FTE 9,000 +	61	25
03	Public comprehensive, FTE 9,000 +	92	38
04	Private comprehensive, FTE 9,000 +	27	12
07	Public two-year academic/occupational, FTE 9,000 +	43	15
08	Public comprehensive, FTE 5,500–8,999	56	17
09	Public comprehensive, FTE<5,500	108	20
10	Private comprehensive, FTE<9,000	126	19
11	Public baccalaureate, FTE<9,000	127	14
12	Private baccalaureate, FTE 1,350–8,999	166	21
13	Private baccalaureate, FTE<1,350	446	31
17	Public two-year academic/comprehensive, FTE 6,000–8,999	55	14
18	Public two-year academic/comprehensive, FTE 4,000–5,999	72	16
19	Public two-year academic/comprehensive, FTE 2,000–3,999	155	18
20	Public two-year academic/comprehensive, FTE<2,000	333	21
21	Private two-year academic/comprehensive, FTE<9,000	129	13
22	Public two-year occupational, FTE 2,500–8,999	63	11
23	Public two-year occupational, FTE<2,500	221	18
24	Private two-year occupational, FTE<9,000	240	5

Reliability of Survey Estimates

The figures in this survey are estimates based on a sample designed to yield information for an entire population. Were a census of the population to be taken, using the same survey instrument, instructions, and procedures as those used in this survey, the resulting figures would be somewhat different. The results are also subject to reporting and processing errors and errors due to nonresponse. To the extent possible, these types of errors were kept to a minimum by methods built into the survey procedures.

A means of gauging the accuracy of these estimates is the use of the standard error, which is primarily a measure of sampling variability—the variations that might occur by chance because only a sample of institutions is surveyed. The chances are about 68 out of 100 that an estimate from the sample would differ from a complete census by less than the standard error. The chances are about 90 out of 100 that it would be less than 1.65 times the standard error and 99 out of 100 that it would be less than 2.5 times as large. Knowledge of the standard error permits researchers to specify, by a stated confidence, a range within which a given estimate would lie if a complete census, rather than a sample survey, had been conducted.

For example, the estimated number of credit hours of general education required by four-year bachelor's programs in 1984–85 was 45 hours. Table B-3 shows that the confidence limit at the 90 percent level of confidence is ± 1.3 hours. Thus, chances are about 90 out of 100 that a complete census would show the number of general education credit hours at all four-year institutions to be more than 43.7 and less than 46.3.

Table B-3 shows the 90 percent confidence intervals of selected survey estimates.

TABLE B–3—Ninety Percent Confidence Intervals (+ or −) of Selected Survey Estimates
(In Hours)

Credit Hours	1984–85	1979–80	1984–85	1979–80	1984–85	1979–80
Four-year bachelor's program						
General education only	1.3	1.6	1.5	1.7	1.8	2.4
Graduation total	1.5	1.3	0.5	0.5	2.4	2.0
Two-year program						
General education only	1.6	1.7	1.7	1.8	3.0	3.3
Graduation total	0.9	1.2	0.7	1.5	1.9	1.9
English composition	0.2	0.3	0.3	0.3	0.4	0.4
English/American literature	0.2	0.2	0.2	0.3	0.4	0.4
Foreign language	0.2	0.2	0.2	0.2	0.5	0.5
World civilization	0.2	0.2	0.2	0.2	0.4	0.3
Philosophy	0.2	0.2	0.1	0.04	0.6	0.6
Classics	0.04	0.04	0.04	0.02	0.1	0.1

ACE Board of Directors

Executive Committee

Ronald W. Roskens, President
University of Nebraska, *Chair*

Philip H. Jordan, Jr., President
Kenyon College, *Vice Chair*

The Reverend Timothy S. Healy, S.J., President
Georgetown University, *Immediate Past Chair*

Jesse N. Stone, Jr., President
Southern University, *Secretary*

Robert H. Atwell, President
American Council on Education

Benjamin F. Payton, President
Tuskegee Institute

Stelle Feuers, President
Los Angeles City College

Janet D. Greenwood, President
Longwood College

Association Representatives

Robert V. Cramer, President
Carroll College

The Reverend Charles Currie, S.J., President
Xavier University

Roderick K. Daane, General Counsel
University of Michigan

Judith S. Eaton, President
Community College of Philadelphia

Brother Patrick Ellis, F.S.C., President
LaSalle University

Carol J. Guardo, Provost
University of Hartford

Joab M. Lesesne, Jr., President
Wofford College

Aubrey K. Lucas, President
University of Southern Mississippi

Luna I. Mishoe, President
Delaware State College

John W. Ryan, President
Indiana University System

David C. Smith, Dean
College of Education
University of Florida

A. R. Sullivan, President
Sullivan Junior College of Business

John S. Toll, President
University of Maryland

Institutional Representatives

Class of 1985

Joseph Duffey, Chancellor
University of Massachusetts at Amherst

Eamon M. Kelly, President
Tulane University

Robert H. McCabe, President
Miami-Dade Community College

Benjamin F. Payton, President
Tuskegee Institute

W. Ann Reynolds, Chancellor
California State University System

Joyce S. Tsunoda, Chancellor for Community Colleges, University of Hawaii

Class of 1986

Harold W. Eickhoff, President
Trenton State College

Stelle Feuers, President
Los Angeles City College

Ira Michael Heyman, Chancellor
University of California, Berkeley

Frank H. T. Rhodes, President
Cornell University

Bill F. Stewart, President
Kirkwood Community College

Class of 1987

Roscoe C. Brown, Jr., President
Bronx Community College
City University of New York

William M. Fulkerson, Jr., President
Adams State College

Janet D. Greenwood, President
Longwood College

William J. Maxwell, President
Jersey City State College

Patsy H. Sampson, President
Stephens College

James J. Whalen, President
Ithaca College

7/1/85

Other Reports of the Higher Education Panel
American Council on Education

Atelsek, Frank J. and Gomberg, Irene L. **Foreign Area Research Support Within Organized Research Centers at Selected Universities, FY 1972 and 1976.** Higher Education Panel Report, No. 32, December, 1976.

Atelsek, Frank J. and Gomberg, Irene L. **College and University Services for Older Adults.** Higher Education Panel Report, No. 33, February, 1977.

Atelsek, Frank J. and Gomberg, Irene L. **Production of Doctorates in the Biosciences, 1975-1980: An Experimental Forecast.** Higher Education Panel Report, No. 34, November, 1977.

Gomberg, Irene L. and Atelsek, Frank J. **Composition of College and University Governing Boards.** Higher Education Panel Report, No. 35, August, 1977.

Atelsek, Frank J. and Gomberg, Irene L. **Estimated Number of Student Aid Recipients, 1976-77.** Higher Education Panel Report, No. 36, September, 1977.

Gomberg, Irene L. and Atelsek, Frank J. **International Scientific Activities at Selected Institutions, 1975-76 and 1976-77.** Higher Education Panel Report, No. 37, January, 1978.

Atelsek, Frank J. and Gomberg, Irene L. **New Full-Time Faculty 1976-77: Hiring Patterns by Field and Educational Attainment.** Higher Education Panel Report, No. 38, March, 1978.

Gomberg, Irene L. and Atelsek, Frank J. **Nontenure-Track Science Personnel: Opportunities for Independent Research.** Higher Education Panel Report, No. 39, September, 1978.

Atelsek, Frank J. and Gomberg, Irene L. **Scientific and Technical Cooperation with Developing Countries, 1977-78.** Higher Education Panel Report, No. 40, August, 1978.

Atelsek, Frank J. and Gomberg, Irene L. **Special Programs for Female and Minority Graduate Students.** Higher Education Panel Report, No. 41, November, 1978.

Gomberg, Irene L. and Atelsek, Frank J. **The Institutional Share of Undergraduate Financial Assistance, 1976-77.** Higher Education Panel Report, No. 42, May, 1979

Atelsek, Frank J. and Gomberg, Irene L. **Young Doctoral Faculty in Science and Engineering: Trends in Composition and Research Activity.** Higher Education Panel Report, No. 43, February, 1979.

Atelsek, Frank J. and Gomberg, Irene L. **Shared Use of Scientific Equipment at Colleges and Universities, Fall 1978.** Higher Education Panel Report, No. 44, November, 1979.

Gomberg, Irene L. and Atelsek, Frank J. **Newly Qualified Elementary and Secondary School Teachers, 1977-78 and 1978-79.** Higher Education Panel Report, No. 45, February, 1980.

Atelsek, Frank J. and Gomberg, Irene L. **Refund Policies and Practices of Colleges and Universities.** Higher Education Panel Report, No. 46, February, 1980.

Gomberg, Irene L. and Atelsek, Frank J. **Expenditures for Scientific Research Equipment at Ph.D.-Granting Institutions, FY 1978.** Higher Education Panel Report, No. 47, March, 1980.

Atelsek, Frank J. and Gomberg, Irene L. **Tenure Practices at Four-Year Colleges and Universities.** Higher Education Panel Report, No. 48, July, 1980.

Gomberg, Irene L. and Atelsek, Frank J. **Trends in Financial Indicators of Colleges and Universities.** Higher Education Panel Report, No. 49, April, 1981.

Atelsek, Frank J. and Gomberg, Irene L. **An Analysis of Travel by Academic Scientists and Engineers to International Scientific Meetings in 1979-80.** Higher Education Panel Report, No. 50, February, 1981.

Atelsek, Frank J. and Gomberg, Irene L. **Selected Characteristics of Full-Time Humanities Faculty, Fall 1979.** Higher Education Panel Report, No. 51, August, 1981.

Atelsek, Frank J. and Gomberg, Irene L. **Recruitment and Retention of Full-Time Engineering Faculty, Fall 1980.** Higher Education Panel Report, No. 52, October, 1981.

Andersen, Charles J. and Atelsek, Frank J. **Sabbatical and Research Leaves in Colleges and Universities.** Higher Education Panel Report, No. 53, February, 1982.

Atelsek, Frank J. and Andersen, Charles J. **Undergraduate Student Credit Hours in Science, Engineering, and the Humanities, Fall 1980.** Higher Education Panel Report, No. 54, June, 1982.

Andersen, Charles J. and Atelsek, Frank J. **An Assessment of College Student Housing and Physical Plant.** Higher Education Panel Report, No. 55, October, 1982.

Gomberg, Irene L. and Atelsek, Frank J. **Financial Support for the Humanities: A Special Methodological Report.** Higher Education Panel Report, No. 56, January, 1983.

Gomberg, Irene L. and Atelsek, Frank J. **Neuroscience Personnel and Training.** Higher Education Panel Report, No. 57, June, 1983.

Atelsek, Frank J. **Student Quality in the Sciences and Engineering: Opinions of Senior Academic Officials.** Higher Education Panel Report, No. 58, February, 1984.

Andersen, Charles J. **Student Quality in the Humanities: Opinions of Senior Academic Officials.** Higher Education Panel Report, No. 59, February, 1984.

Andersen, Charles J. **Financial Aid For Full-Time Undergraduates.** Higher Education Panel Report, No. 60, April, 1984.

Gomberg, Irene L. and Atelsek, Frank J. **Full-time Humanities Faculty, Fall 1982.** Higher Education Panel Report, No. 61, August 1984.

Andersen, Charles J. **Plant Biology Personnel and Training at Doctorate-granting Institutions.** Higher Edkucation Panel Report, No. 62, November, 1984.

El-Khawas, Elaine. **Campus Trends, 1984.** Higher Education Panel Report No. 65, February, 1985.

BEST COPY AVAILABLE